

## Appendix C – Comparison of State and Federal Systems

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In addition to the state accountability system, which is mandated by the Texas legislature, there is also a federal system of public school accountability. Although the state system has been in place since 1993, the accountability provisions in the federal No Child Left Behind (NCLB) Act were first applied to the Texas public schools in 2003. Campuses, districts and the state were evaluated for Adequate Yearly Progress (AYP) for the first time in 2003.

The purpose of this appendix is to provide details comparing the state accountability system to the federal (AYP) system. Though there are some similarities and elements in common between the two, there are significant differences. For complete details about the federal system, see the *2007 AYP Guide*. The *Guide* as well as other information about AYP can be found at the AYP website at <http://www.tea.state.tx.us/ayp/index.html>.

### SYSTEMS ALIGNED

The state accountability system and the AYP procedures mandated by the U.S. Department of Education, are aligned where possible.

- *Release Date*. The release dates for the state accountability ratings and preliminary AYP status are scheduled to occur prior to the start of the 2007-08 school year.
- *Labels*. The final 2007 AYP status will include the 2007 state accountability ratings for both standard and AEA procedures. These labels will appear for both Title I and non-Title I campuses and districts.
- *Appeals Process*. The appeals processes for state ratings and AYP status are aligned to the extent possible. See *Chapter 14 – Appealing the Ratings* of this *Manual* and the *2007 AYP Guide* for more information.

### COMPARISON

The following tables provide comparisons of the state and federal systems. *Table 24* contains a side-by-side comparison of the indicators, restrictions, requirements, and source data for both systems.

*Table 25* is a comparison by grade level. With this table, a campus can compare the use of various indicators by grade. For example, a grade 3-5 campus is evaluated in both the state and federal systems on TAKS reading, mathematics, and SDAA II reading, mathematics, although AYP evaluates more student groups for each of these indicators. In a grade 3-5 campus, its AYP status also depends on attendance and participation indicators, while its state rating includes TAKS writing and science results.

**Table 26: 2007 Comparison of State and Federal Accountability (AYP) by Indicator**

State Accountability (Standard Procedures)		AYP
<b>TAKS</b>		
Subjects & Standards	Reading/ELA* ..... Exemplary 90% / Recognized 75% / Acceptable 65% Mathematics* ..... Exemplary 90% / Recognized 75% / Acceptable 45% Writing ..... Exemplary 90% / Recognized 75% / Acceptable 65% Social Studies ..... Exemplary 90% / Recognized 75% / Acceptable 65% Science ..... Exemplary 90% / Recognized 75% / Acceptable 40% All values rounded to the nearest whole number. *Includes cumulative pass rate for grades 3 and 5 reading and grade 5 mathematics.	Reading/ELA* ..... Meets AYP 60% Mathematics* ..... Meets AYP 50%
Grades	3–11 (English); 3–6 (Spanish)	3–8, and 10 (English); 3–6 (Spanish)
Student Groups	All Students African American Hispanic White Economically Disadvantaged	All Students African American Hispanic White Economically Disadvantaged Special Education Limited English Proficient (LEP)
Minimum Size	All Students..... Any (Special Analysis if small) Student Groups..... 30/10%/50	All Students .....Any (Special Analysis if small) Student Groups ..... 50/10%/200
Improvement	To Acceptable: Has enough gain to meet Acceptable standard in 2 years. To Recognized: At 70% – 74% and has gain to meet 75% standard in 2 years.	10% decrease in percent not passing and at least 0.1% improvement on "other measure."
Pairing	Paired with feeder campus (or district).	Paired with feeder campus (or district) in certain conditions.
<b>SDAA II</b>		
Subjects & Standards	Reading/ELA + Mathematics + Writing Exemplary 90% / Recognized 70% / Acceptable 50% Number "met expectations" summed across grades and subjects. Results rounded to whole numbers.	SDAA II (grades 3-8 and 10 only) is combined with TAKS and other assessments by subject for performance and participation. See TAKS section (above) for standards, subjects, and groups.
Grades	3-10	
Student Groups	All Students only	
Minimum Size	All Students.....At least 30 tests in denominator Student Groups.....N/A	Note: there is a cap on the percentage of students who can be counted as <i>proficient</i> based on SDAA II results for students tested below enrolled grade level.
Improvement	To Acceptable: Has enough gain to meet Acceptable standard in 2 years. To Recognized: At 65% – 69% and has gain to meet 70% standard in 2 years.	
Pairing	N/A: No pairing for SDAA II.	

**Table 26: 2007 Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

State Accountability (Standard Procedures)		AYP
<b>Other Assessment Indicators</b>		
RPTE & LAT Reading	N/A: Indicator not evaluated.	Combined with TAKS and SDAA II results (by subject for students not tested on TAKS or SDAA II) for Performance and Participation.
LAT Mathematics		
<b>Additional Assessment Features</b>		
Mobility Adjustment	District and campus accountability subsets used.	District and campus accountability subsets used.
Exceptions	Allowed for up to 3 of the 26 TAKS and SDAA II measures depending on the number of assessment measures evaluated.* * Only used to move to Acceptable; must be within 5 percentage points of Acceptable standard; other conditions apply.	N/A
<b>Attendance Rate</b>		
Standard	N/A: Used only for Gold Performance Acknowledgment (for grades 1-12).	Meets AYP ..... 90.0% "Other Measure" for elementary and middle schools. All values rounded to nearest one-tenth of a percent.
Student Groups		All Students only
Minimum Size		All Students.... 7,200 (40 students x 180 days) Student Groups* ..... 50/10%/200 * Student groups used only for performance gain.
Improvement		At least 0.1% improvement.
<b>Completion Rate (grades 9-12)</b>		
Standards	Grads+Continuers .... Exemplary 95.0%/Recognized 85.0%/Acceptable 75.0% All values rounded to nearest one-tenth of a percent.	Graduate component only ..... 70.0% "Other Measure" for high schools and districts. All values rounded to nearest one-tenth of a percent.
Student Groups	All Students African American Hispanic White Economically Disadvantaged	All Students only
Minimum Size	All Students ..... At least 5 dropouts and 10 in denominator Student Groups ..... At least 5 dropouts and 30/10%/50 in denominator	All Students ..... At least 40 in denominator Student Groups* ..... 50/10%/200 * Student groups used only for performance gain.
Improvement	To Acceptable: Has gain to meet 75.0% standard in 2 years To Recognized: At 80.0% - 84.9% and has gain to meet 85% standard in 2 years Minimum Size (All Students and groups): At least 10 in prior year	At least 0.1% improvement
High School w/o completion rate	District completion rate used.	N/A: Indicator not evaluated.

**Table 26: 2007 Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

State Accountability (Standard Procedures)		AYP
Annual Dropout Rate (grades 7-8)	Grades 7-8 .....Exemplary 0.2% / Recognized 0.7% / Acceptable 1.0% <i>All values rounded to one-tenth.</i>	
Student Groups	All Students African American Hispanic White  Economically Disadvantaged	
Minimum Size	All Students .....At least 5 dropouts and 10 in denominator Student Groups .....At least 5 dropouts and 30/10%/50 in denominator	
Improvement	<ul style="list-style-type: none"> <li>To <i>Acceptable</i>: Has declined to meet 1.0% standard in 2 years.</li> <li>To <i>Recognized</i>: At 0.8% - 0.9% and has declined to meet 0.7% standard in 2 years.</li> <li>Minimum Size (All Students and groups): At least 10 in prior year.</li> </ul>	N/A: Indicator not evaluated.
Middle School w/o dropout rate	N/A: Indicator not evaluated.	
<b>Participation Rate: Reading/ELA &amp; Mathematics</b>		
Standard		Tested at campus/district ..... 95% <i>All values rounded to nearest whole number.</i>
Student Groups	N/A: Indicator not evaluated.  Monitoring interventions may occur with excessive exemptions.	All Students African American Hispanic White  Economically Disadvantaged Special Education Limited English Proficient (LEP)
Minimum Size		All Students .....At least 40 in denominator Student Groups .....50/10%/200
<b>Other Campus and District Situations</b>		
Registered Alternative Education Campuses	Rated under Alternative Education Accountability (AEA) Procedures.	Evaluated under same criteria as regular campuses.
Charter Operators	Evaluated under same criteria as regular districts.* <i>* Charter Operators may be rated under AEA Procedures.</i>	Evaluated under same criteria as regular districts.
Charter Schools	Evaluated under same criteria as regular campuses. <i>(Charter schools are not paired.)</i>	Evaluated under same criteria as regular campuses.
New Campuses	All campuses (established or new) are rated.	New campuses are not evaluated.
Additional District Requirements	<ul style="list-style-type: none"> <li>Must have no <i>Unacceptable</i> campuses to be <i>Exemplary</i> or <i>Recognized</i>.</li> <li>Must meet Underreported Student standards to be <i>Exemplary</i> or <i>Recognized</i>.</li> </ul>	No additional district requirements.

**Table 27: 2007 Grade Level Comparison of State (Standard Procedures) and Federal Accountability**

Grade †		†Reading ELA	†Math	Writing	Social Studies	Science	*SDAA II	**HS Completion	Annual Dropout	Attendance	Participation	
											Read/ELA	Math
Grade 1*	All Students									AYP		
	AA/H/W/ED*											
	Special Ed & LEP											
Grade 2*	All Students									AYP		
	AA/H/W/ED*											
	Special Ed & LEP											
Grade 3	All Students	AYP/State	AYP/State				AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State				AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 4	All Students	AYP/State	AYP/State	State			AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State	State			AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 5	All Students	AYP/State	AYP/State		State	State	AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State		State	State	AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 6	All Students	AYP/State	AYP/State				AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State				AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 7	All Students	AYP/State	AYP/State	State			AYP/State		State	AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State	State			AYP		State		AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 8	All Students	AYP/State	AYP/State		State		AYP/State		State	AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State		State		AYP		State		AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 9	All Students	State	State				State	State				
	AA/H/W/ED*	State	State					State				
	Special Ed & LEP											
Grade 10	All Students	AYP/State	AYP/State		State	State	AYP/State	State			AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State		State	State	AYP	State			AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 11	All Students	State	State		State	State		State				
	AA/H/W/ED*	State	State		State	State		State				
	Special Ed & LEP											
Grade 12*	All Students							AYP/State				
	AA/H/W/ED*							State				
	Special Ed & LEP											

\* AA/H/W/ED refers to the student groups African American, Hispanic, White, and Economically Disadvantaged.  
 \*\* High School Completion is defined differently for AYP: Under AYP, the Graduate component of the Completion Rate is used, which includes only diploma recipients. Differences also exist between the two systems in the treatment of secondary schools without their own completion data.  
 † Schools are paired when they do not have grades tested. The use of paired data differs between the two systems.  
 ‡ Performance on TAKS reading/ELA and math include slightly different groups of students for AYP: Minimum size for student groups in AYP is 50/10%/200; for state accountability it is 30/10%/50.  
 †† Performance on SDAA II is used differently for AYP: Under AYP, SDAA II performance is combined with TAKS performance. In the state system, SDAA II is evaluated as a separate indicator.

